

Inspection of Bournemouth School for Girls

Castle Gate Close, Castle Lane West, Bournemouth, Dorset BH8 9UJ

Inspection dates: 8 and 9 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

The headteacher of this school is David Sims. This school is part of Bournemouth School for Girls Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Paul Fitzpatrick.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2012.

What is it like to attend this school?

Bournemouth School for Girls is a joyous place. Pupils flourish academically and socially. They are passionate about their learning and embrace the multitude of wider development opportunities that the school provides.

All pupils feel welcome and valued. 'Big sisters' help new Year 7 pupils to settle in. Students joining the sixth form get extra support to make sure they get off to the best possible start.

Pupils know that the school expects 'the best for, and from, them'. They strive to live this vision. Consequently, pupils are kind, tolerant and respectful of one another. They actively support the well-being of their peers. Pupils' behaviour is exemplary.

Leadership opportunities abound. Roles such as head girl, prefects and subject ambassadors develop individual leadership skills while also making a positive contribution to society. Pupils feel empowered, even if they do not have formal leadership roles. Events that bring the school and local community together, such as sporting and robotics activities for local primary schools, are led by pupils.

Pupils develop a vast array of talents and interests. These include robotics, outdoor education, debating and a host of sporting and artistic clubs. Pupils are proud to represent the school in competitions and community events.

What does the school do well and what does it need to do better?

Pupils have an impressive knowledge of the highly ambitious curriculum that they learn. They complete high-quality work and achieve very well. Sixth-form students gain the qualifications they need to move on to their destinations of choice. These include the most academically selective universities.

Teachers use their strong subject knowledge to explain new learning clearly so that pupils build on what they already know. They plan challenging activities that rapidly develop pupils' knowledge and understanding. Pupils with special educational needs and/or disabilities (SEND) get the support they need to achieve well.

The curriculum is broad at all key stages. Pupils develop a rich body of knowledge of the subjects they study. They confidently apply what they know in new contexts and make connections between subjects. Sixth-form students study courses that are well matched to their future aspirations.

Pupils enjoy reading. Recommendations from staff and their peers help pupils discover new authors and genres, enabling them to read widely. Students in the sixth form undertake wider reading that goes beyond the subjects that they have chosen to study.

Behaviour is impeccable. Pupils are eager to learn as much as they can, both from staff and from their peers. They work hard and contribute well to discussions in lessons. Pupils of all ages know that they are role models for each other. They hold themselves to the high standards that the school has of them. The way that the school develops pupils' character contributes strongly to the kindness and respect they show for one another.

Pupils enjoy school, and the vast majority attend very well. Targeted support for the small number of pupils who attend less well is helping them to overcome barriers and attend more regularly.

There are extensive opportunities for pupils' personal development. The school ensures that pupils with SEND or those who are disadvantaged can take part in these. Pupils know the value of making a positive contribution to society. There are many opportunities to contribute to the wider life of the school, particularly for students in the sixth form. Pupils learn about people of different backgrounds, cultures and faiths. They know that everyone has a valuable contribution to make and is worthy of respect.

Pupils receive high-quality careers information, advice and guidance. Visits from, and to, businesses, professionals and universities ensure that pupils are very well informed about their potential next stages in education or employment.

Pupils learn the importance of healthy eating and physical activity to their overall well-being. Pupils receive valuable support to maintain a balanced lifestyle while managing the pressures of examinations. Leaders adjust the curriculum to ensure pupils gain highly relevant knowledge about issues they are likely to encounter.

High-quality professional development supports staff well-being and enables them to carry out their roles to a high standard. Staff are well supported and respected by leaders. Trustees and school leaders work together to ensure rigorous oversight of all aspects of the school's work. The views of pupils, parents and staff are used to identify ways to improve the school even further. This ensures that everyone understands the vision of the school and feels valued as part of the community.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136996
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10322248
Type of school	Grammar (selective)
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Girls
Number of pupils on the school roll	1,179
Of which, number on roll in the sixth form	309
Appropriate authority	Board of trustees
Chair of trust	Paul Fitzpatrick
Headteacher	David Sims
Website	www.wearebsg.uk
Date of previous inspection	10 and 11 October 2012

Information about this school

- The school uses one unregistered alternative provision and four registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: science, mathematics, design technology, psychology, English and religious education.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with governors.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted's online surveys. Letters from parents were also considered. Inspectors spoke to pupils and staff in meetings and around the school site.
- An inspector spoke to the alternative provisions used by the school.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Jenny Maraspin	Ofsted Inspector
Matthew Shanks	Ofsted Inspector
Matthew Collins	Ofsted Inspector
Tom Hill	Ofsted Inspector

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